



A STUDY OF EDUCATIONAL ACHIEVEMENT OF GOVERNMENT AND NON GOVERNMENT SCHOOL STUDENTS IN CONTEXT TO AREA

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ABSTRACT

This paper has made to attempt to find out educational achievement from government and non government schools in Gujarat state in context to their area. Urban and rural area, to explore systematic differences between the two type of schools. Non government school students have higher educational achievement scores than government school students. 2860 boy and girl students, in which 1512 students from urban area and 1348 students from rural area of standard 9th and 10th taken from government and non government schools of Gujarat state through random sampling method. All students were selected from Gujarati medium schools. Self made Educational Achievement Test Form A and B administered to students. Survey method has been used for study. Analysis of the data has been done by applying appropriate statistical method like mean, standard deviation and t-test. On the basis of data analysis found that educational achievement of students of urban area is higher than the rural area.

KEY WORDS: Educational achievement, Area.

INTRODUCTION:

The debate between the comparison of government and non government schools will go on till eternity. Both have their own significance in their respective fields. Both types of schools have much to nurture and reproduce the future champions in society. Is that only the schools which are responsible for the development of the children? If so, which could be better the Government or non government schools? Many feel that the private schools are better over government schools, is that true? Gujarat government tries to increase quality and number of strength of government school, and for that they provide more grant to their schools; whereas non government or private schools focus on discipline and higher result of the schools.

Non government or private schools have better infrastructure required for the physical and mental development of the child. They can help with the required facilities for the students to learn their lessons in a better way. The infrastructure can help them to have a practical approach to education. The private institutes are better in their approach towards the psychological development of the children. Private schools maintain better hygiene and environment which could safeguard the health of the students. The education imparted in the private schools are more of audio-visual now-a-days with the emergence of computers into the learning. Private schools can also provide better sport activities and equipments for the physical development of the children. Students can learn the civilized and modern approach which is of demand in the modern culture which is feeding many of us in present era.

Government schools are affordable and they provide the minimum required infrastructure to meet the basic needs. Private schools do not accommodate the low economic group students. Right to education is the freedom for everyone, and government schools provide education to all the children without any partiality. Policies like 'Free and compulsory education' and 'Education to the girl child' are made possible only in the government schools. Government schools also provide the basic sports facilities and physical education to the students. Private schools cannot compete in the essential educational requirements of the staffs that the government schools fulfill. Government institutes also provide good salary to their teaching and management faculties.

In this study, researcher wanted to comparison between government and non-government school students in the context to their area through educational achievement of their major subject like mathematics, science, social study and English through a self made achievement test.

BACKGROUND:

A number of studies in India find that even after four and five years of schooling, children in government schools do not acquire the basic skills in literacy and numeracy (Pandey et al, 2008; ASER 2005, 2006, 2007; PROBE 1999). Many reasons have been put forward for the poor quality of government schools. Earlier studies considered poor school resources and the poverty and illiteracy of parents as the prime reasons. Recent researches highlights the pervasiveness of teacher absence and inactivity in government schools. Researchers have also looked at the relative learning achievements across government and private schools. On raw scores alone, in most studies, private schools have a distinct advantage over government schools. Based on a survey in urban and semi-urban

areas of Hyderabad in south India, Tooley and Dixon (2003, 2006) find that private school children, including those in unrecognized schools, outperform government school children. The size of the difference falls substantially when background variables are controlled for but the difference continues to be significant. A study of rural primary schools in Punjab province of Pakistan finds that after adjusting for school and student characteristics, significant differences remain in test scores between government and private schools (LEAPS, 2007). Similar results are found for schools in the Indian states of Orissa and Rajasthan (Goyal 2006a; Goyal, 2006b). Some also report large variation in scores for government and private schools implying there are good and bad schools within each (Goyal 2006a, 2006b).

Studies indicate that the sources of private school advantage lie in the following factors:

a. private schools have higher teacher attendance and activity b. private school teachers get a fraction of the salary of government school teachers, and c. private schools have smaller class sizes (LEAPS 2007; Goyal 2006a and 2006b; Kremer and Muralidharan 2006; Tooley and Dixon, 2006; Kingdon 1996a and b).

STATEMENT OF THE PROBLEM:

A study of educational achievement of government and non government school students in context to area

OBJECTIVES:

The objectives of the research were as under.

- (1) To construct and standardized an achievement test to study the educational achievement of secondary school students.
- (2) To study the educational achievement of government and non government school students in context to area.

HYPOTHESIS:

Ho₁: There will be no significant difference between the mean scores of educational achievement of students of secondary schools of urban and rural area.

Ho₂: There will be no significant difference between the mean scores of educational achievement of students of government and non government schools of urban area.

Ho₃: There will be no significant difference between the mean scores of educational achievement of students of government and non government schools of rural area.

Ho₄: There will be no significant difference between the mean scores of educational achievement of boy students of government and non government schools of urban area.

Ho₅: There will be no significant difference between the mean scores of educational achievement of girl students of government and non government schools of urban area.

Ho₆: There will be no significant difference between the mean scores of educational achievement of boy students of government and non government schools of rural area.

Ho₇: There will be no significant difference between the mean scores of educational achievement of girl students of government and non government schools of rural area.

VARIABLES OF THE STUDY:

The researcher has classified the variables of his research work as follows.

Educational Achievement : According to Good C.V. Achievement is,

“Educational achievement as the knowledge, attitude and skills developed in the school subjects, usually designed by the list scores or marks assigned”

In the present study, educational achievement means the score achieved by the students in achievement test administered by researcher.

Area : According to Thesaurus.com,

“Any particular part or a geographical region is called area”

In the present study area means the rural and urban region or part of Gujarat state. Students studying in the secondary section of government and non government schools located at city or municipal corporation area called as urban students, whereas students studying in the secondary section of government and non government schools located at village or suburb area which is smaller than town of Gujarat state called as rural students.

POPULATION AND SAMPLE:

In this study, students studied in standard 9th and 10th of Gujarati medium of government and non government secondary schools of urban and rural areas of Gujarat state were the population.

The sample was distributed as given in below table.

Table No.-1
Sample of the study

Type of School		Government		Non Government		Total
Gender		Boys	Girls	Boys	Girls	
Area	Urban	336	344	409	393	1512
	Rural	315	325	365	343	1348
Total		681	669	774	736	2860

From the above table, can see that researcher selected total 2860 students through randomly sampling method from Secondary Schools of Gujarati medium of Gujarat state. In which 1512 students were selected from urban area and 1348 students from rural area. The study included both government and non government schools.

TOOLS OF STUDY:

Keeping in view the nature and objectives of the present study, the following self-made tools were used to collect the necessary data-

(1) Educational Achievement Test Form - A (EAT-A)

(2) Educational Achievement Test Form – B (EAT-B)

RESEARCH METHOD:

Researcher used survey method in this study.

STATISTICS USED:

Mean, standard deviation and t- value was used to analyze data.

ANALYSIS AND INTERPRETATION:

Ho₁: There will be no significant difference between the mean scores of educational achievement of students of secondary schools of urban and rural area.

Table-2
Analysis of educational achievement of students of secondary schools of urban and rural area

Area	N	Mean	SD	σD	t-value	Significant
Urban	1512	65.29	13.40	0.50	3.77*	S
Rural	1348	63.42	13.20			

*Significant at .01 level

From the above table-2, it is evident that t-value is 3.77, which is more than 2.58 at significant level of 0.01. So, there is significant difference between the mean scores of educational achievement of students of secondary schools of urban and

rural area.

Hence, the hypothesis no—1 that there will be no significance different between the mean scores of educational achievement of students of secondary schools of urban and rural area is rejected at 0.01 significant level. It means there is significant difference between the mean scores of educational achievement of students of secondary schools of urban and rural area.

Ho₂: There will be no significant difference between the mean scores of educational achievement of students of government and non government schools of urban area.

Table-3
Analysis of educational achievement of students of government and non government schools of urban area

Urban area	N	Mean	SD	σD	t-value	Significant
Government school students	710	64.27	13.39	0.69	2.79*	S
Non- government school students	802	66.20	13.34			

*Significant at .01 level

From the above table-3, it is evident that t-value is 2.79, which is more than 2.58 at significant level of 0.01. So, there is significant difference between the mean scores of educational achievement of students of government and non government schools of urban area.

Hence, the hypothesis no.-2 that there will be no significance different between the mean scores of educational achievement of students of government and non government schools of urban area is rejected at 0.01 significant level. It means there is significant difference between the mean scores of educational achievement of students of government and non government schools of urban area.

Ho₃: There will be no significant difference between the mean scores of educational achievement of students of government and non government schools of rural area.

Table-4
Analysis of educational achievement of students of government and non government schools of rural area

Rural area	N	Mean	SD	σD	t-value	Significant
Government school students	640	62.67	13.32	0.72	1.97*	S
Non- government school students	708	64.09	13.06			

*Significant at .05 level

From the above table-4, it is evident that t-value is 1.97, which is slightly more than 1.96 at significant level of 0.05. So, there is significant difference between the mean scores of educational achievement of students of government and non government schools of rural area.

Hence, the hypothesis no.-3 that there will be no significance different between the mean scores of educational achievement of students of government and non government schools of rural area is rejected at 0.05 significant level. It means there is significant difference between the mean scores of educational achievement of students of government and non government schools of rural area.

Ho₄: There will be no significant difference between the mean scores of educational achievement of boy students of government and non government schools of urban area.

Table-5
Analysis of educational achievement of boy students of government and non government schools of urban area

Urban area	N	Mean	SD	σD	t-value	Significant
Government school's boy students	366	65.28	12.87	0.93	0.78*	NS
Non- government school's boy students	409	66.01	13.03			

*Significant at .05 level

From the above table-5, it is evident that t-value is 0.78, which is less than 1.96 at significant level of 0.05. So, there is no significant difference between the mean scores of educational achievement of boy students of government and non government schools of urban area.

Hence, the hypothesis no.-4 that there will be no significance different between the mean scores of educational achievement of boy students of government and non government schools of urban area is not rejected at 0.05 significant level. It means there is no significant difference between the mean scores of educational achievement of boy students of government and non government schools of urban area.

H₀: There will be no significant difference between the mean scores of educational achievement of girl students of government and non government schools of urban area.

Table-6
Analysis of educational achievement of girl students of government and non government schools of urban area

Urban area	N	Mean	SD	σD	t-value	Significant
Government school's girl students	344	63.20	13.84	1.02	3.14*	S
Non- government school's girl students	393	66.39	13.67			

*Significant at .01 level

From the above table-6, it is evident that t-value is 3.14, which is more than 2.58 at significant level of 0.01. So, there is significant difference between the mean scores of educational achievement of girl students of government and non government schools of urban area.

Hence, the hypothesis no.-5 that there will be no significance different between the mean scores of educational achievement of girl students of government and non government schools of urban area is rejected at 0.01 significant level. It means there is significant difference between the mean scores of educational achievement of girl students of government and non government schools of urban area.

H₀: There will be no significant difference between the mean scores of educational achievement of boy students of government and non government schools of rural area.

Table-7
Analysis of educational achievement of boy students of government and non government schools of rural area

Rural area	N	Mean	SD	σD	t-value	Significant
Government school's boy students	315	65.25	12.64	0.97	0.88*	NS
Non- government school's boy students	365	64.10	12.71			

*Significant at .05 level

From the above table-7, it is evident that t-value is 0.88, which is less than 1.96 at significant level of 0.05. So, there is no significant difference between the mean scores of educational achievement of boy students of government and non government schools of rural area.

Hence, the hypothesis no.-6 that there will be no significance different between the mean scores of educational achievement of boy students of government and non government schools of rural area is not rejected at 0.05 significant level. It means there is no significant difference between the mean scores of educational achievement of boy students of government and non government schools of rural area.

H₀: There will be no significant difference between the mean scores of educational achievement of girl students of government and non government schools of rural area.

Table-8
Analysis of educational achievement of girl students of government and non government schools of rural area.

Rural area	N	Mean	SD	σD	t-value	Significant
Government school's girl students	325	62.12	13.93	1.06	1.85*	NS
Non- government school's girl students	343	64.07	13.42			

*Significant at .05 level

From the above table-8, it is evident that t-value is 1.85, which is less than 1.96 at significant level of 0.05. So, there is no significant difference between the mean scores of educational achievement of girl students of government and non government schools of rural area.

Hence, the hypothesis no.-7 that there will be no significance different between the mean scores of educational achievement of girl students of government and non government schools of rural area is not rejected at 0.05 significant level. It means there is no significant difference between the mean scores of educational achievement of girl students of government and non government schools of rural area.

FINDINGS OF THE STUDY:

Following were the findings of the research study:

- (1) There was significant difference between the mean scores of educational achievement of students of secondary schools of urban and rural area. The mean score of educational achievement of urban students' was 65.29 and rural students' was 63.42. It means that the educational achievement of students of secondary schools of urban area was higher than the rural area.
- (2) There was significant difference between the mean scores of educational achievement of students of government and non government schools of urban area. The mean score of educational achievement of students of government schools' was 64.27 and non government schools' was 66.20 in urban area. It means that the educational achievement of students of non government schools was higher than the government schools in urban area.
- (3) There was significant difference between the mean scores of educational achievement of students of government and non government schools of rural area. The mean score of educational achievement of students of government schools' was 62.67 and non government schools' was 64.09 in rural area. It means that the educational achievement of students of non government schools' was higher than the students of government schools in rural area.
- (4) There was no significant difference between the mean scores of educational achievement of boy students of government and non government schools of urban area. The mean score of educational students of boy students of government schools' was 65.28 and non government schools' was 66.01 in urban area. It means that the educational achievement of boy students of non government schools and the government schools was almost similar.
- (5) There was significant difference between the mean scores of educational achievement of girl students of government and non government schools of urban area. The mean score of educational students of girl students of government schools' was 63.20 and non government schools' was 66.39 in urban area. It means that the educational achievement of girl students of non government schools was higher than the government schools in urban area.
- (6) There was no significant difference between the mean scores of educational achievement of boy students of government and non government schools of rural area. The mean score of boy students of government schools was 63.25 and non government schools was 64.10 in rural area. It means that the educational achievement of boy students of government schools and non government schools was almost similar.
- (7) There was no significant difference between the mean scores of educational achievement of girl students of government and non government schools of rural area. The mean score of girl students of government schools was 62.12 and non government schools was 64.07 in rural area. It means that the educational achievement of girl students of government schools and non government schools was almost similar.

SUGGESTIONS:

- (1) Rural students should attend school regularly; specially girl students.
- (2) Teachers should be committed in their curricular and co-curricular works in schools; specially in rural areas to increase educational achievement of students.
- (3) Learning materials and library should be enriching in rural areas' schools.
- (4) If the quality along with number of teachers and, that too committed teachers can be improved in government schools, then aspiring rural children.
- (5) Special treatment and facilities should provide to girl students of government schools in urban area.

CONCLUSION:

Non government schools are definitely better than government schools as they would provide better infrastructure, better teacher to student ratio, have a clean & hygienic facility, provide better environment for students with options of personality development and extracurricular activities. Government schools may not be able to offer all these features but for those who cannot afford private schools, getting their children in government schools is better than no schooling at all.

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